DOCUMENT RESUME

ED 068 098 JC 720 251

TITLE	Student Development: In Concept and Practice in the Community College.
INSTITUTION	Appalachian State Univ., Boone, N. C. Dept. of Administration, Supervision and Higher Education.
PUB DATE	Nov 72
NOTE	30p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	College Role; *Developmental Programs; *Junior Colleges; *Student Centered Curriculum; *Student College Relationship; *Student Development; Student Interests; Student Needs

ABSTRACT

This report, compiled as a class project in the Department of Administration at Appalachian State University (North Carolina), presents the ideals and practical aspects of a truly developmental community college. It includes a definition of student development, a statement on the changing nature of the student, a comparison of the traditional and developmental approaches to in-class experiences, and the stages of development of the fully functioning person. A brief historical background leads up to the growth of the community college and the student development concept. An expanded setting for the community college as it pertains to faculty preparation and teaching methods, the student's diverse needs and interests, and the curriculum which seeks the total development of the individual is discussed. Some conclusions were: (1) the developmental approach to education has as its goal the education of the whole man; (2) the enlarged setting of the developmental community college includes all the resources of the community; (3) the faculty includes the academically trained members as well as those community members with expertise in certain fields; (4) the student must be provided with diverse experiences; (5) today's society requires a curriculum that is experimental, innovative, and research- as well as student-centered. (Author/RN)

ED 068098

STUDENT DEVELOPMENT

"In Concept and Practice in the Community College"

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JC 720 251

Class Project AH 544
Department of Administration,
Supervision and Higher Education
Appalachian State University, Boone, North Carolina

TABLE OF CONTENT

DEVELOPERS OF THIS REPORT

INTRODUCTION

PART I - DEFINITION OF STUDENT DEVELOPMENT 3

Nature of the Student 3
Nature of the Learning Experiences 4
Overall Objectives 6
Summary 9
Bibliography 10

PART II - HISTORICAL BACKGROUND 11

Early Residential Colleges 11
Land Grant Colleges 11
The German Influence in American Education 12
The Junior College Movement 13
The Community College and Technical Institute 14
Multiversities and Regional Universities 16
Growth of the Student Development Idea 17
Bibliography 17

PART III - STUDENT DEVELOPMENT IN THE COMMUNITY COLLEGE . 19

The Setting 19
The Faculty 20
The Student 21
Faculty-Student Relations 22
The Curriculum 23
Conclusion 25
Bibliography 26

DEVELOPERS OF THIS REPORT

CLASS MEMBERS

Allen Antone
B. A. Vanderbilt University
Joseph C. Avera
A.B. University of South Carolina
Nancy Bodenhamer
B. S., Appalachian State University
Richard C. Craft
B. A. Erskine College
Mary Drinkard
B. A. Randolph-Macon Woman's College
H. Linn Finger
B. A. Catawba College
B. D. Lancaster Seminary
David M. Heuer
B. S., Valparaiso University
Phil Marion
A. A.. Brevard College
B. A. M. A., Appalachian State University
Jane B. Moore
A. B., University of Georgia
Richard Ramseur
B. A.. Davidson College
Bob G. Sampson
B. A., Western Kentucky University
M. A.. Ball State University
Brenda L. Taylor
A. A. Mount Olive Junior College
B. S.. Campbell College
Carol H. Young
B. S. Appalachian State University

CLASS INSTRUCTOR

J. Braxton Harris
A. B., Lenoir Rhyne College
M. A. Appalachian State University
Ed. D. Indiana University

INTRODUCTION

Tremendous progress toward making post high school education available to a far broader range of citizens in the United States than ever before in our history is due in the largest measure to the innovation of the community college.

The need was recognized for a type of higher learning institution that would uniquely serve community areas and offer a diversity of programs geared to the needs and interests of that community.

A primary goal was to develop the individual to the highest extent of his potential, to make of him a more well-rounded person who may not only taste personal accomplishment and realize his own worth, but may also be equipped to contribute to society in a more meaningful way.

The development of the individual is no new idea; it is a basic objective of education, and our primary concern in this report. Our report includes the definition of student development, the changing nature of the student, a contrast of the traditional and developmental approaches to in-class experiences, and the development of the fully functioning person.

A brief historical background follows, leading up to the growth of the community college and the student development concept.

In conclusion, a discussion is presented of the "enlarged" setting; faculty preparation and teaching methods; the student, his diverse needs and interests; and the curriculum which seeks the total development of the individual.

Because a commitment to individual development is a major tenet of education itself, we have become all the more aware that we must constantly be seeking new directions, searching for ways to improve upon and enlarge our efforts in this commitment.

PART I

DEFINITION OF STUDENT DEVELOPMENT

A developmental program may be defined, for our purposes, as any program concerned with the development of all aspects of the student's being -- physical, emotional, social, normative, and spiritual -- all in addition to the traditional emphasis on the intellectual. The developmental approach to education thus functions to integrate cognitive development with all other aspects of the student's personality, with the goal of educating the "whole man."

NATURE OF THE STUDENT

Beneath the glossy exterior associated with most college students is the basic nature of the student. The nature of today's average college student is quite different from that of the student of 1900.

Perhaps the basic determinant for this difference is the obviously greater complexity of our society today. As the society becomes more and more complex, the insecurity of the student increases. As insecurity increases, student frustration, anxiety, and aggressiveness become more acute. Because problems of society are more closely related to the university than before, there is an increased tension between campus and society. The student is more aware of the problems of today's society and is anxious to "save the world."

The typical student of 1900 was Caucasian, male, and generally a professional or career student (medical, law, ministerial). The student body of this period represented a very limited clientele -- the intellectual and social elite. Most of them were drawn from the top half of the national family income and ability distributions.

Today, diversity appears to be the name of the game. The college student body is older, contains more women, more minority groups, and is made up of persons from all social classes. Because of more diversity in ability, achievement and interests, and the greater voice given the modern sophisticated and more mature student, more variety in the courses and programs offered is required.

We recognize that students are more skeptical and outspoken than before. Today's college student is dissatisfied with his environment and is certainly more involved than before. When we realize the impact that society has upon education, it is not surprising to find that today's student is not the typical four-year student but is vocationally oriented and involved in various irregular schedules and programs (night classes, late afternoon classes, week-end classes, one, two and three year programs).

There can be no doubt that the reasons for attending colleges today are more varied than at any other time in our history. The diversity of our educational system has been cited as one important reason why approximately four-fifths of California high school seniors go to college for at least some length of time.

Although today's student body is more representative of the population in relation to sex, age, and race, there is a limit to such "democratic" practices. Although percentages of college-age persons in school today have risen substantially since 1900, the American system still does not offer true opportunities for many, particularly minority groups. Several studies have shown that students in the top fourth of their classes from low socio-economic backgrounds have attended college in very small percentages. In the 1960's this changed somewhat, but the correlation between wealth and access remains high today.

Today's college student body mirrors the society from which it is drawn. The student of today is searching to find the answer to a vital question: Where do I fit in? He wants to find his niche in life. More is demanded of the student, but in turn he demands more from the institution.

NATURE OF THE LEARNING EXPERIENCES

IN-CLASS LEARNING EXPERIENCES

The developmental approach to education contrasts sharply with the traditional approach to education. This contrast, as related to in-class learning experiences, is shown in Table I.

OUT-OF-CLASS LEARNING EXPERIENCES

"Learning eventually involves interaction between learner and environment, and its effectiveness relates to the frequency, variety, and intensity of the interaction." (5:14).

The preceding quotation is illustrative of developmental education, for ANY experience which will help students GROW in positive ways is considered proper subject matter to be included in the curriculum. Developmental education takes the view that opportunities for learning experiences are at least as great outside the classroom as within it. These out-of-class activities function either to REINFORCE the classroom experience or to ADD to it.

In light of the above, it is felt that the curriculum should include nothing less than the resources of the entire human community – from the school block to the farthest reaches of the planet. A large part of the student's time should be spent in direct contact with every feature of his surroundings that might become material to be assimilated into his own personal behavior. For example, art students can discover forms of art everywhere around them – in trips to museums, in plays, symphonies, movies, and local landscapes (1:149-150).

TABLE I

CONTRASTING THE TRADITIONAL AND DEVELOPMENTAL APPROACHES TO IN-CLASS EXPERIENCES

TRADITIONAL APPROACH	DEVELOPMENTAL APPROACH
View of Education	
Education as preparation for living.	Education as a life-long process.
The Teacher	
Teacher as authoritarian; transmitter of knowledge.	Teacher as facilitator of the learning process (resource person); facilitator establishes a personal relationship with the student with the goal of making learning free, self-initiated, and spontaneous; facilitator is most important determinant of success or failure of the developmental approach.
The Learner	
Learner as future member of the Community, State, Nation, Society. Learner assumes both a submissive and a passive role. Learner must adjust to the dictates of the school.	Learner as an experiencing organism, one who learns by total involvement in the classroom experiences. Learner accepts much of the responsibility for his own learning. School adjusts to meet the needs of the learner.
The Curriculum	
"Body of knowledge" curriculum; prescribed curriculum representing what man has learned, categorized, and placed in the storehouse of knowledge.	Relatively unstructured curriculum; experience-centered curriculum developed on the basis of student needs and interests.
The Classroom Method	
Lecture: formal method of instruction; memorization, rote practice.	Seminars, tutorials, small groups having common interests, workshops, sensitivity groups (basic encounter groups), individual study, individual and group projects.
Classroom Atmosphere	
Structured, quiet, with strict discipline. Teacher at head of class transmitting knowledge he has deemed important; students in seats absorbing knowledge.	Relatively unstructured; climate of maximum freedom for exploration of feelings; interpersonal communication; emphasis on interaction among all group members, with each dropping his defenses and relating openly to other members of the group.
Methods of Evaluation	
Formal grading system, highly competitive.	Joint evaluation by teacher and student; non-competitive.

It is the responsibility of the facilitator to find and suggest out-of-class resources, including human resources, to supplement the classroom experience. Although the responsibility to find these resources lies with the facilitator, the students themselves must help to determine which resources are utilized and to what end.

It is also feasible to combine in-class and out-of-class experiences. Perhaps the epitome of a functional integration of such an arrangement lies in the idea of small faculty-student communities located on the campus proper. Each small community of students and faculty would be formed on the basis of common interests. In this environment, study, work, recreation, and life would be shared. This would minimize the loneliness and isolation felt by the present college student body as a result of living in high-rise dormitories, eating in large, impersonal cafeterias, and then shuffling off to the four walls of an uninspiring, depersonalizing lecture hall (3:53).

Another possibility for supplementing in-class activities with out-of-class experiences lies in "extracurricular" activities. Activities which are not totally academic have traditionally been termed "extracurricular" and as such have had no academic credit assigned to them. The developmental approach to education argues that some of these extracurricular activities should be assigned credit hours. The reasoning behind this theory is that they are part of the student's college experience and thus part of his total learning experience. Such an arrangement would allow many more students the time and opportunity to provide meaningful services to agencies both within the school and within the larger communities outside the school environs.

To summarize, the developmental approach to education takes the view that in order for all aspects of the student's personality to grow and develop, all possible resources that can aid in achieving this objective (whether within the classroom or outside its boundaries) MUST be utilized to their fullest extent.

OVERALL OBJECTIVES

From all that has been presented thus far concerning the nature of the contemporary student and the nature of his learning experience, we are in a position to arrive at some basic objectives on which we believe higher education should focus its attention.

To begin with, we maintain that the overall goal of higher education should be the development of the whole personality. This position asserts that education should not be limited to intellectual growth alone, but should also include physical, emotional, normative, and spiritual growth as well. Needless to say, the student today is not a passive digester of knowledge. His cognitive development is highly influenced by his feelings, his health, his values, his worries, his loves and his hates. All of these elements of his personality are interrelated in such a way as to affect his reactions to the classroom experience. Any teaching method which ignores these other realities of the student's life is

likely to be unsuccessful in achieving optimum results. Therefore, we believe that colleges must recognize that their instructional goals cannot be effectively achieved unless they assume some responsibility for facilitating the development of the total human personality.

DEVELOPING THE "FULLY FUNCTIONING PERSON"

In order to achieve the overall goal of total personality development, certain objectives must be considered. These objectives are based primarily on the needs of the student. From our previous discussion concerning the nature of the contemporary student we may perhaps conclude that there exist at least three needs toward which higher education should direct its utmost attention. First, in order to overcome his sense of insecurity, the student needs to acquire a positive and realistic understanding of his own abilities and he needs to develop these abilities to their full potential. By doing so, he moves toward becoming what Abraham Maslow calls the self-actualized individual or what Carl Rogers terms the fully functioning person and describes as follows:

> *(Such a person) is capable to live fully in and with each and all of this feelings and reactions. He is able to permit his total organism to function in all its complexity in selecting, from the multitude of possibilities, that behavior which will be most generally and genuinely satisfying. He is able to trust his organism in this functioning, not because it is infallible, but because he can be fully open to the consequences of each of his actions and correct them if they prove to be less than satisfying (7:288).*

Thus by being able to experience all of his feelings without fear and by completely engaging himself in the process of being and becoming himself, the student can develop a strong sense of security. Also, by completely accepting himself and becoming truly aware of all his abilities, he can become free to develop these abilities to their utmost capacity and thereby approach becoming a fully functioning individual.

One of the chief objectives of developmental education is to help the student develop into a "self-actualized" or "fully functioning" person by creating an educational environment in which he is free to act on his own. Ideally, such an environment would challenge the student's physical, emotional, and intellectual capacities and also provide him with the necessary skills that would enable him to respond to his challenge with confidence. It would test the limits of his potential to the extent that the student would realize how far he could go without straining his abilities. Through this challenging and testing of his limitations and competencies, the student could be made to feel certain that the self which he is simultaneously discovering and shaping is capable of facing the demands of life with success.

DEVELOPING THE ABILITY TO LEARN AND ADAPT

The second need which we believe must be fulfilled in developing the "whole person" is the student's need of being able to organize, analyze, and generalize knowledge to the extent that he can utilize it in adapting to his ever-changing environment. Because of the "explosion of knowledge" that has occured within this century, it is obviously impossible to learn and know everything. There is no longer an "essential body of knowledge" which every "educated" person should know. In terms of acquisition of knowledge, therefore, developmental education is not so much concerned with what all students should know, but rather how all students may be helped to confront large bodies of knowledge and large issues. The emphasis is more on a general process and less on specific and uniform content. As the Carnegie Commission points out, this learning process concerns the cultivation of curiosity, the development of critical ability, and the general approach to knowledge. It thus deals with the development of intellectual power or what Nevitt Sanford refers to as "that which remains of an education after the content of courses has been forgotten." (8:156).

Another important aspect of the acquisition of knowledge concerns adaptation to change. Because our environment is changing at an exponential rate, no knowledge is really secure. In many instances knowledge, methods, and skills become obsolete almost at the moment of their conception. Therefore, students cannot rest on the answers provided in the past but must put their trust in the processes by which new problems can be met. As Carl Rogers notes, only the process of seeking knowledge gives a basis for security. He further maintains that "changingness, a reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world." (7:104). The developmental approach shares this point of view and believes that in the coming world, the ability to face the new appropriately is much more vital than the ability to know and repeat the old. This capacity for flexibility is more than a mere behavioral trait acquired at birth or a special skill that may be added to a person. Rather, it is an abstracted feature of the whole personality which must be developed within an individual. For this reason, another objective of the developmental program is to provide the student with the ability to learn and adapt – to be open to change. This objective implies in turn that educators themselves be open, flexible, and effectively involved in the process of change. They must be able to conserve and convey the appropriate knowledge of the past and to welcome eagerly the innovations which are necessary to prepare their students for the unknown future.

DEVELOPING THE DESIRE FOR SELF-DISCOVERY

The third need toward which higher education should focus its attention concerns the student's need to see the pertinence of higher learning to the quality of his own life. In order to meet this need, the developmental program has as its final objective the creation of a learning situation which produces a direct and visible impact on the student's life, his values, feelings, goals, and

behavior. This position maintains that significant learning takes place only when the subject matter is perceived by the student as having real meaning for his own purposes. Such pertinence holds particular importance in the process of learning because it provides an incentive for self-direction and self-discovery. Needless to say, any student who is made to see the relationship between the subject matter and the quality of his own life will be motivated to pursue that subject on his own since he will then realize the potential contribution which it can make to his own self-enhancement. By communicating this relationship the teacher engages not only the student's intellect, but his feelings as well. From the developmental standpoint, the major task of the teacher is therefore to advance the student's perception of these relationships, thereby engaging him wholly in self-directed discovery. This process of engaging both the intellect and the emotions will lead the student to experience changes in his attitudes, values, and behavior; it will produce a noticeable impact on his total personality. In other words, it will bring about real learning.

SUMMARY

In summary, we may define "student development" as simply the development of the whole personality. This includes not only the intellectual aspect, but the physical, emotional, normative, and spiritual aspects as well. Its overall goal is to provide students of all ages and from all segments of society with a means to find their own way toward full development. It conceives of students as sharing common needs as individuals and as members of society, and it bases its objectives on these needs which include the need for a positive and realistic self-image, the need for an ability to learn and to adapt to an ever-changing world, and the need to see the pertinence of higher learning to quality of life. It conceives of knowledge, not as an end in itself, but as a means to a more abundant personal life and a stronger, freer social order. It therefore emphasizes the process of learning rather than the content of learning. In addition, it seeks to integrate the classroom experience with experience outside the classroom, particularly within the student's community but also in service beyond its borders. It views the teacher as a facilitator of the learning process rather than as a mere transmitter of facts, and it encourages the student to accept much of the responsibility for his own learning. Finally, it provides an atmosphere conducive to experimentation and innovation, and therefore provides maximum freedom for self-directed discovery and creative self-expression.

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PART II

HISTORICAL BACKGROUND

EARLY RESIDENTIAL COLLEGES

From the time Harvard was founded (1636) until the beginning of the American Revolution, most colleges were established for various reasons but for the same general purposes. These purposes were based on Christian tradition which seems to have been the foundation for the entire intellectual structure of these early colleges.

Having adopted the curricula of Cambridge and Oxford in England, the early colleges had limited programs of study. The sole offerings were traditional language arts and literature with heavy religious emphasis thus preparing men for a profession. For this reason, as well as costs and availability, men of the middle and lower classes had no interest in sending their sons to college.

Between 1782 and 1802 nineteen colleges were established in America. Because of additional colleges men of the middle class were now for the first time aspiring to a college education as a means of getting ahead. From 1802 until the start of the Civil War, according to Rudolph, perhaps as many as seven hundred colleges were founded but failed. At the outbreak of the Civil War approximately 250 colleges were in existence. One hundred eighty-two of these still exist.

LAND GRANT COLLEGES

In 1850, the U. S. had 120 colleges, forty-seven law schools and forty-two theological seminaries, but not one institution which could provide the manufacturer, the agriculturist, the mechanic or the merchant with an education that would prepare him for a lifelong profession. Because of growing pressure from farm organizations and national agricultural societies demanding the establishment of "democracy's colleges," the Morrill Act of 1856 was introduced into Congress. This bill, passed in 1862, called for federal aid to mechanical and agricultural colleges.

As difficult as it was to pass the bill, it was more difficult to work out a program of study acceptable to these new institutions. complaints that the new schools were too theoretical and classical in their offerings to average farmers and agitation by various groups and political pressures caused many land grant colleges to establish short courses in various branches of farming. Scientific and technical information which should have served as bases for the curriculum was not available at first. Another difficulty included that of finding adequately prepared studetnts.

The Hatch Experiment Station Act of 1887 provided funds for the establishment of agricultural experiment stations. These stations became very popular and won farm support for the colleges. The passing of the second Morrill Act in 1890 and subsequent legislation in the twentieth century provided increased federal aid to these schools.

Land grant colleges in the U. S. were among the first schools of learning to teach applied science and the mechanic arts areas which became a part of standard college curricula.

THE GERMAN INFLUENCE IN AMERICAN EDUCATION

During the eighteenth century, the main influence transmitted to America from Germany was accomplished by individual contacts made between prominent American and German citizens. Benjamin Franklin was the first American to visit a German university. This happened in 1766, when he attended a meeting of the Royal Society of Science in Gottingen. Much later, in 1787, Franklin College, named after Benjamin Franklin because of his contributions of time and money, was established as an attempt to transplant higher education in America similar to the German model. Franklin College failed eventually, but the German influence on higher education could not be overlooked in years to come.

In the first quarter of the nineteenth century, many Americans traveled to Germany for their education. Many of these Americans became indoctrinated with the German methods and when they returned they incorporated these methods into their teaching and into their schools. The Round Hill School was established in 1823, near Northampton, Massachusetts and was founded by an American who was trained in Germany. It was a significant school due to the fact that it was the first to use all the German influences. Its system did away with the concept of fear as a part of learning. The use of the lash was not permitted and outdoor life was emphasized. Individual attention for students was used not for competition among the students, but for a better means of progress for the student.

The period from 1825 to 1874 is important to education because the German influence was being felt in all areas of education from the kindergarten to the university. Some universities began to use the German methods exclusively. The University of Michigan followed the premise that it should treat its students as adults, offer the courses at the lowest prices, make students' experiences relevant to the occupations they wanted to achieve, and increase the intelligence of the entire community as much as possible. This was the true university in the German sense.

The final and most important epoch of German influence on American universities began with the founding of the Johns Hopkins University in 1876.

This university is an actual transplant from German soil to American soil. Since the founding of Johns Hopkins, many American educators have been either educated in Germany or greatly influenced by the German methods. There have been men of German ancestry in every field of intellectual activity.

The influence of German ideals in American education has been staggering and played a big role up until World War I. The principles advocated by the Germans can be illustrated vividly in our university system by the following three points: (1) the seminar, (2) lecture methods, and (3) the support of scholarship and research activities.

To highlight the German influence on education in America, it could be said that the kindergarten and the university are German based. Just as the American college formed its structure from an English model, the American graduate school of sciences has taken its structure from the German university.

THE JUNIOR COLLEGE MOVEMENT

The junior college had its start in the first part of the twentieth century. The actual number of junior colleges that have started in the United States since the turn of the century is unknown. However, there were 794 junior colleges in full operation by the 1969 school year with more than two million students. Public junior colleges now operate in 49 states in the union.

The first junior colleges offered courses that paralleled the first two years of the four-year college. The present day junior college still offers this type of college parallel program and much more. The junior college of today is likely to offer vocational training, short-term courses, extension courses, and course offerings for persons of all ages.

In the middle of the nineteenth century some of these privately-controlled two-year schools began as seminaries or academies. Some institutions started as the result of denominational influence, some as the result of the elimination of the last two years of a four-year college, and some under individual influence.

The junior college, public or private, aims to meet many types of educational needs. The first need has been traditionally the education of those students who plan to further their education in a four-year college or university. However, recent studies have shown that many of the junior college students who enter do not go any further than the junior college. Therefore, the modern junior college offers preparation for particular occupations, especially of the semi-professional type. Much attention is now put upon the terminal educational program since many of the students lean in this direction.

THE COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

Some early advocates of the junior college had taken steps toward the realization of the community college in several cities prior to 1940. The decreased enrollment in day classes after the outbreak of World War II and national emphasis on defense work training caused colleges to engage in community action as a temporary measure. This move proved so worthwhile to so many segments of the population, however, that these colleges continued to develop after the war.

In 1947, the President's Commission on Higher Education carried the concept of the community college to the front pages of newspapers and to the serious attention of many educators. The Commission defined this emerging institution as one providing educational service to the entire community, and this purpose required of it a variety of functions and programs. It would remove geographic and economic barriers to educational opportunity and endeavor to discover and develop individual talents. A college parallel program as well as an adult education curriculum would be provided. This institution would be easily accessible and low in cost. In essence, it would try to meet the post high school need of the entire community.

Whereas the liberal arts college today has rigid admissions requirements, those of the typical community college are non-selective in philosophy. The acceptance of a broader range of students from the viewpoint of academic ability is a planned admissions procedure rather than a happenstance. This philosophy stresses that the task of the community college is not to adapt the student to an inflexible curriculum; rather it is to take a student where he is and to develop a curriculum that will direct him to educational goals that are acceptable both to him and society. The effects of this policy make mandatory a comprehensive instructional program and the increased need for guidance services.

In the face of social, technological, demographic, and economic pressures, reliance primarily on the traditional determinants of the liberal arts curriculum would cause a community college to ignore some of the most important and socially useful aspects of its responsibility. Thus, the community college curriculum includes the following:

1. occupational education combines necessary proportions of technical, manipulative, general, and elective courses to prepare the student for employment

2. general education encompasses programs specifically designed to prepare individuals for their responsibilities as members of a free society

3. education for the transfer includes courses influenced mainly by lower division requirements of nearby universities

4. continuing education helps the part-time student to earn a high school equivalency diploma, meet degree objectives, or receive occupational training or retraining. Also, special interest courses are offered at the specific demand of students.

If students with varying backgrounds and extended ranges of ability are to make effective use of the community college curriculum, they must be guided in choosing appropriate courses of study. Thus the services of a trained counselor are especially valuable.

The community college is attractive to many students, because it is low in cost or tuition-free. One may attend while living at home thus eliminating room and board expenses. Part-time work and organized, cooperative work experience also help to solve the financial difficulties of some students.

In 1965 the community college system experienced a period of consolidation as educators began realizing that its tasks were being only partially fulfilled. Although the door was open, many students did not enter in. Of those who did enter, a high percentage dropped out. Guidance and counseling were proud boasts of the community college even though many of the colleges did not provide trained counselors. Occupational education was emphasized in college catalogs, but three-fourths of the students stated a transfer objective. Less than one-half of these actually transferred. Better teaching was a goal, but too many instructors felt constrained to mimic course outlines and teaching methods of the university.

Since 1965, the open door concept has been carefully examined. Legislative enactments and program development have emphasized improving performance rather than expanding college responsibilities. The federal government has recognized this institution's potentiality through generosity in funding. Hopefully, the community college will be able to carry out more effectively its obligations to individuals who need more and better education.

The breadth of curriculum offerings in the community college system ranges from college transfer to basic adult education programs. The main difference among the different types of institutions is the breadth of curriculum offerings. The community college is the most comprehensive while the technical institute is the more limited. The technical institute offers organized courses for the training of technicians. In addition, vocational, trade, technical specialty programs, and courses in general adult education may be provided.

In North Carolina, for example, many of the existing technical institutes or community colleges were originally industrial education centers. Their primary goal was to provide for that phase of education which deals with the skill and intellectual development of students for entrance into trade, industrial, and technical jobs. Although the law provides for industrial education centers, because of limitations placed on educational programs all institutions in North

Carolina originally established as industrial education centers have changed their names to technical institutes or community colleges. These institutions, however, still endeavor to serve the vocational aims for which they were originally established. Many have added the college transfer programs and are called community colleges.

MULTIVERSITIES AND REGIONAL UNIVERSITIES

The years immediately following World War II witnessed a large influx of former G. I.'s into American Colleges and Universities. During these years the university campus became the focal point for widespread research in a multitude of areas. One may therefore make an arbitrary line of demarcation and say that the modern university was born in this post-war period.

Prior to the rise of the modern university the traditional college saw its primary role as teaching what was already known -- a concern for what was, rather than what could be. Perkins speaks of three missions of the modern university (10:1):

1. ACQUISITION of knowledge through the mission of research
2. TRANSMISSION of knowledge through teaching
3. APPLICATION of knowledge through public service.

The modern university, sometimes labeled the "multiversity," became increasingly concerned with the missions of acquisition of knowledge and application of knowledge. This change in mission emphasis came at precisely that point in history when the university was being asked to transfer its knowledge to a vastly increased student body.

In addition to recognizing other missions, the university now finds that the process of transmitting knowledge itself has changed. Secondary and preparatory schools have been tremendously upgraded in recent years. In many cases the general education once imparted during the first two years of post-high school learning is now the concern of the high school. This has made increasing specialization possible in the college undergraduate years. The result is a curriculum so diverse and specialized that a major task of the multiversity today is to draw some lines between legitimate and illegitimate functions and to see clearly where its mission begins and ends.

Two types of students seem to be ill-served by the multiversity: (1) the student in search of self, and (2) the student whose secondary education has not prepared him to jump into specialized education. At such a critical period in higher education the regional university has a unique opportunity to serve these students who are not ready for the multiversity. Unfortunately, many of the regional universities have become indistinguishable from the so-called multiversity. They have been guilty of the same undergraduate impersonalism, inflexible disciplines, large classes, and emphasis on research.

There is no doubt that the size and diversity of today's modern university offer definite advantages -- library size, laboratories, diverse faculty, etc. The problem now facing the large university is finding the balance point between its three missions. This problem is most acute as it affects great masses of undergraduate students -- particularly in their general education. The problem is not pronounced in their major fields of study for here classes are likely to be smaller and relationships more personal.

GROWTH OF THE STUDENT DEVELOPMENT IDEA

The teaching philosophy of some instructors has always incorporated the features of the student development model. However, educators such as Sanford and Chickering and the influential Harvard and Hazen committees have called dramatic attention to the education of the "whole man," not just the cognitive aspect. The growth of the student development idea was reemphasized in 1947 when President Truman's Commission on Higher Education made a major commitment to provide educational opportunities for all.

In the following section (Part III), suggestions are provided for implementing the student development idea in the community college.

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PART III

STUDENT DEVELOPMENT IN THE COMMUNITY COLLEGE

THE SETTING

The community colleges of the future should combine the best physical facilities of today's campuses with some radical new features that would bring higher education to people to whom it is not available today – mothers, homebound individuals, handicapped persons and those caught up in the working world.

Today, there is no universal model for the setting of the community college. Programs offered and facilities provided vary from state to state, as well as within a given state. The scope of programs offered and courses taught determines the kinds of actual physical facilities that are required. No attempt will be made to delineate these differences. However, it is probably fairly accurate to describe the setting of a typical community college as one housed in modern comfortable buildings equipped with administrative offices, classrooms, library, auditorium, appropriate areas for vocational and technical training, science laboratories, audio-visual equipment, food services, student and faculty lounges, as well as other accoutrements necessary to the implementation of the programs offered. The college is usually built with an eye open to the future enlargement of the physical plant as the need for curriculum expansion presents itself.

The outward appearance of the college setting of the future would not be radically altered. We envision the present facilities as the hub of the activities but with more far-reaching spokes. Therefore, the setting that we propose includes the present aspects of the usual community college model with suggested extended services that should enhance the opportunities for broader student development. The true "setting" takes into account the vast differences in factors such as preparedness, aptitude, interest, socio-economic condition, physical conditions, age, ability and so on among the individuals who come to the school seeking learning experiences.

For example, we see possibilities for expanding attention to the needs of women students by providing child-care centers in the college. More often than not, mothers find attending classes as inconvenient at night as in the daytime. Their problem remains constant. Many young mothers are therefore deprived of educational enrichment which would be profitable not only to them but to their families as well.

We see, too, greater attention being directed to the handicapped or otherwise home-bound potential student who has not heretofore been reached. We suggest extended use of television, films, and "packaged" courses. These are not new ideas, of course, but neither do they now play any appreciable role on the community college scene. An example of the use of television by a community college is that of the Community College of the Air in the Baltimore area. The college uses a regular television channel and the students enroll in a co-operating college of their choice and receive regular college credit. The time slots are selected to avoid normal working hours for the benefit of people on the job.

As can readily be seen, we interpret the college setting to refer not only to the place where instruction and learning take place, but to all the actual life experiences and conditions that affect it. Thus, the spectrum for instructional settings becomes limitless in the two-year college situation. For example, special interest seminars could be offered at the home of a student or a professor, or anywhere in the community if the time and space could not be arranged on the campus.

We visualize the entire community as the true setting for the future community college. All possibilities for social service and field work into which students could enter should be investigated. Furthermore, there are community facilities that can be used as classrooms or seminar rooms to meet vital needs as yet unmet. For example, an available room or building near a factory or in the business district could be utilized for groups to meet during lunch hour or immediately after work for those who might have no other chance to attend a class. We miss many opportunities to salvage wasted time because we believe the myth that adult education takes place only at night.

To broaden further the physical setting, a major addition of the college would be the establishment of a "Developmental Center." Many institutions have this service but on a limited basis. Such a center would offer professional assistance in the areas of reading, vocational guidance, personal counseling, testing, tutoring and job placement. Speech and hearing difficulties should receive special attention; psychological and rehabilitation services should be offered.

The community college is a unique institution of higher learning and consequently, it must consider its setting as one that permeates the total community.

THE FACULTY

We believe that the faculty is the motivating and sustaining force behind the educational institution of today. The greater the effectiveness of the faculty, the greater the effectiveness of the institution. With this idea in mind, the following thoughts on the faculty, its professional preparation, teaching methods and rapport are presented.

The basic criterion for consideration of any faculty member should be his competency in teaching, especially in his area of specialization. The competency may be evaluated in terms of degrees held, professional experiences and background and/or vocational abilities contingent with the subject area taught. Also, the faculty should be familiar with various teaching methods, traditional and experimental, hopefully, through personal experience. They should be aware of methods such as apprenticeships and internships as a means to broaden the educational experience.

Faculty members ought to have an in-depth knowledge of counseling procedures in their background, hopefully, again, by personal experience, or at least through course work. This background in counseling should include areas dealing with the disadvantaged, the minorities, and the handicapped in both schools and businesses.

Concerning the area of teaching methods, a goal should be diversity. However, efforts must be made to insure that the procedures employed aid in the development of the entire student, which, therefore, demands a high degree of flexibility on the part of the instructor to adapt to times, subjects, students, and situations. Thus, the realm of teaching techniques is limited only by the creativity and the originality of the instructor in his situation.

Some of the techniques that might be considered feasible are: (1) experimentation and research, (2) apprenticeships and internships, (3) seminars, including formal classroom and informal out-of-class situations, (4) filmed media and television, (5) guest speakers and artists, (6) independent and individual study, (7) individual self-instruction and tutoring, (8) programmed instruction and computers, (9) peer teaching and peer constructed discussion groups, and (10) community involvement through participation; for example, a political science class working at various jobs in city hall.

The list is limitless, but the central thought of practical diversity must remain the paramount objective. Aspects of both the traditional and developmental approaches should be employed, with considerable emphasis being devoted to the creation of the whole individual.

THE STUDENT

The primary goal of the community college is to provide the students with diverse experiences which will increase their knowledge in a specified area and foster a positive change in attitudes, and growth in maturity, social responsibility, self-respect and productivity.

Hopefully, through increased personal and social awareness, the student will be better equipped to fill a need in society. Therefore, in various phases of his educational experiences, the student will be encouraged to experiment and analyze critically the setting and situation in which he performs his learning

tasks. For example, in the classroom a student will be encouraged to contribute to his course structure in order that it become more relevant and foster and encourage responsibility and involvement. Outside the classroom, the student will be encouraged to pursue individual interests by the best available means. In order to fulfill a particular individual need that a classroom situation cannot adequately explore, the medium of television may be a means for a student to further investigate matters such as political campaigns. Because of this highly individual approach, the time allotted for a particular phase of study must be flexible, thus permitting the student to "stop out" for an unspecified period of time without penalty if he feels it necessary to do so.

The student's interests are central to the community college system. A constant dedication to diversity and self-actualization should be the foremost thoughts in faculty selection, teaching methods and procedures, and student rapport and interaction. Constant assessment and evaluation by the student and teacher are important tools in the maintainance of an effective and relevant educational system.

FACULTY-STUDENT RELATIONS

The particular attitudes and activities of students and faculty in a developmental college have been discussed above, yet one of the most important aspects of developmental education is opportunity for interaction between students and faculty. Such interaction is especially desirable in informal situations when conversation is unrelated to classroom activity. Teacher and student learning and thinking together often stimulates new interests and ideas in both. In addition to intellectual development, the student has the opportunity for a relationship with a mature adult who is not a parent and no longer just a faculty member.

It is the responsibility of the college interested in student development to create an environment in which such encounters are likely to take place. Student-faculty centers and dining rooms on campus should be of such nature that a person chooses to go there for more than a cup of coffee or a bite to eat. They should be places that are warm, comfortable, attractive and convenient. They should be places where friends get together, where one can read the newspaper or just sit and think. Educators must think about the quality of atmosphere as well as the financial aspects of building.

Most schools have social clubs, honor clubs, and departmental clubs. Why not encourage ad hoc interest clubs for faculty and students together? Clubs could be formed on such mutual interests as chess, ecology, archaeology, bird watching, or poetry. The lectures and symposiums that take place on most campuses could be extended to include more discussion or question/answer periods that are a follow-up to the lecture.

Community colleges should take a look at what happens on their campuses outside the classroom. To provide developmental education, a community

college, more than any other type of school, must look for new ways to extend education and learning beyond the classroom.

THE CURRICULUM

It is hardly possible to achieve all the goals of a truly developmental curriculum, but the responsible community college will make an effort. Following are some of these goals along with suggestions as to how to meet them.

THE DEVELOPMENT OF SOCIETY

Although the community colleges of America are growing faster than any other section of higher education, this in no way negates the need of trying to provide for all citizens of a community. The disadvantaged, the poor, the underachiever, the dropout, the minority groups, the foreigner, the elderly, the crippled, all of these must have a chance. An education for Everyman should be a worthy goal for any community college.

THE TOTAL DEVELOPMENT OF THE INDIVIDUAL

This total development of the individual often will mean remedial and tutorial help, a variety and flexibility in instruction both on and off campus in order to meet the multiplex student body. Such development can be instituted in the following ways: by providing the opportunity for the individual to pursue his interests and to progress as far as his abilities will permit; by broadening his outlook through a variety of short mini-courses from which he can choose; by providing a flexible curriculum with both variety in learning experiences and in subject matter; by nurturing the innate curiosity and desire to learn and achieve; by nurturing the interests, motives, and goals of the student; by providing problem-solving experiences with sufficient variety to help prepare him for future societal changes and a career flexibility; by involving the student not only in the pursuit of his own goals but in the manifold needs of the larger community and the nation; and by providing small intimate work-study groups to aid him in meeting the needs of self-identity and self-confidence, and of belonging.

A CURRICULUM THAT CONTINUES FOR A LIFETIME

A community college that is truly accountable to its community will seek to provide meaningful courses and enrichment for all its citizens for all of their lives. The most neglected at the present are those who for one reason or another cannot get to the central campus. Classroom instruction would of necessity have to be arranged for their convenience out in the community at some central place, or taken to them through "packaged courses," television or radio.

CONCERN FOR THE STUDENT

The student-centered curriculum considers the needs of the student and his wishes. Some suggestions follow:

1. To provide and encourage the student to take subjects in all the broad areas of the humanities, social sciences, natural sciences and courses relevant to the needs of the times.

2. To provide him with a greater variety of mini-courses, preferably during his first year, dealing with as many different interest subjects as the college can handle effectively.

3. To provide for flexibility. In our changing society, skills that were once needed are often outdated by new inventions and new technology. New products crowd out old ones and new machines take over from human workers. The student needs more than one vocation or career to cope with the changing times. He must be helped to think critically and accurately and to adapt. Also, the career curriculums should be designed within the scope of a continuing examination of the potential job market.

4. To provide emphasis for new methods, concepts and value systems in each field of inquiry. The how and why of studying a field should be considered. The problem approach should be used where applicable. The practical relation of the subject to the real issues of life must be included. The best good for mankind should not be omitted.

5. To offer variety and opportunity to aid in the development of personality by means of some of the following: (1) independent study to pursue his own interests at his own rate whether on or off campus, (2) working in small groups -- peer influence, self-identity, sense of belonging, added encouragement -- all of these are facilitated by small intimate groups, (3) learning in large impersonal groups -- large lectures and the mass media where he does not feel alone or threatened, (4) involvement of the student in planning and evaluating the curriculum, (5) opportunity for aesthetic and creative experimentation, (6) avoiding the separation of the campus from the classroom by providing opportunities for work-study, off-campus learning situations, (7) prolonged, sustained study in depth, in a field of interest, (8) opportunity to use the newest of equipment and latest technologies related to his field, (9) exposure to a sub-culture or a culture different from his own, and (10) opportunity to leave school to travel, explore and pursue interests on his own, without the fear of being dismissed.

LEARNING THAT IS EXPERIMENTAL, INNOVATIVE, AND RESEARCH-CENTERED

No one can truthfully say that the ultimate way to learn or to teach has been discovered. Every modern business and industry has, to some degree, a research department. So should a college. New ways must be developed and tested; new ideas tried. The curriculum should never become a static, unchanging thing. Also useful would be some sort of feedback from the graduates as to what changes they might like to see and what helped them the most.

INVOLVEMENT OF THE COMMUNITY

The resources of the community are so much greater than those of the community college; these resources, both human and material, should be used to their fullest potential in providing rich and rewarding learning experiences for the student in a developmental type curriculum.

CONCLUSION

The developmental approach to education has as its goal the education of the whole man, of Everyman.

The roots of the developmental concept lie deep within the historical framework of the educational movement in America; this history was thus considered an important background for our report.

The enlarged setting of the developmental community college is seen to include all the resources of the community.

The faculty includes the academically trained members as well as those community members with expertise in a certain field. Important in their background is an understanding of the needs and problems of the disadvantaged, the minority groups, and the handicapped. The teacher should, in addition, be a facilitator of the learning process, thus making learning free, self-initiated, and spontaneous.

The student must be provided with diverse experiences which will increase his knowledge and foster positive changes in attitudes.

Our complex society, made up of individuals with diverse needs, requires a curriculum that is experimental, innovative, research-centered, and student-centered.

This report has attempted to present the ideals and practical aspects of a truly developmental community college.

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